



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Annual Data Collection

User Manual

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Introduction

The Office of Public Instruction (OPI) opens the Annual Data Collection (ADC) every fall in order to collect and report a variety of non-fiscal data used in School Accreditation and State and Federal Reporting. The bulk of the data is concerned with staffing and course information. The collection is due to the OPI by the end of October. The Office of Public Instruction provides notice of final accreditation status to School Boards annually in March.

Policies guiding school accreditation and other data collected in the ADC should be carefully reviewed. A cross-section of such policies includes:

Administrative Rules of the state of Montana, Chapter 55, Standards of Accreditation:

<http://www.mtrules.org/gateway/ChapterHome.asp?Chapter=10%2E55>.

Highly Qualified Teachers:

http://www.opi.mt.gov/Programs/Federal/index.html?gpm=1_5

Title I Instructional Paraprofessionals:

<http://www.opi.mt.gov/pdf/TitleI/Qualifications.pdf>

Montana Code Annotated (MCA):

20-1-301. School fiscal year: <http://data.opi.mt.gov/bills/mca/20/1/20-1-301.htm>

20-1-501 Indian Education: 20-1-501: <http://data.opi.mt.gov/bills/mca/20/1/20-1-501.htm>

20-4-202. Teacher and specialist certification registration: <http://data.opi.mt.gov/bills/mca/20/4/20-4-202.htm>

20-7-1201. Montana virtual academy -- purposes – governance:

<http://data.opi.mt.gov/bills/mca/20/7/20-7-1201.htm>

20-9-327. Quality educator payment: <http://data.opi.mt.gov/bills/mca/20/9/20-9-327.htm>

Overview of the Annual Data Collection Process

- Schools and districts will file electronically by logging on to the OPI IRIS system with a secure username and password. Passwords change annually, on July 1. The OPI mails new passwords to the district authorized representative in June. The deadlines for ADC submission are listed within the ADC and, in general, are the final weeks of October.
- Submitted data should reflect information as of the first Monday in October.
- Teacher and Administrator certificates and professional licenses must be current as of December 1 of each school year in order to not adversely affect Quality Educator Payments or accreditation.
- The district level and school level personnel data reported last year will be pre-filled on the data entry forms. Any necessary changes and/or additions should be made and all required forms completed.
- When all data entry forms are complete, carefully review the Preliminary Accreditation Report, the FTE Report and the Quality Educator Report. Finally, choose Submit from the data entry menu. The program will validate data entry and list any omissions prior to submittal. Submission must be completed from the School, the District and the County level before it is electronically submitted to the OPI.
- If a need for changes and/or additions arises after data have been submitted, contact the next user level to make the changes. Schools would contact the district, districts would contact the county superintendent, and county superintendents and coops would contact the OPI.
- Every school should forward a calendar and master schedule to the district or county office.
 - District superintendents will review the electronic submission, calendars and master schedules and forward a signed hardcopy of the Authorized Signatures and Checklist form (one per district) to the county superintendent.
 - County superintendents will review the electronic submission, electronically submit all County districts/schools, sign the Authorized Signatures and Checklist form and forward the school calendars, master schedules and Authorized Signatures and Checklist to the OPI by the due date.
- Submittal is not complete until the data is electronically submitted to the OPI and a signed hardcopy of the Authorized Signatures and Checklist page as well as the master schedule(s) and calendar(s) are forwarded to the OPI.
- Special Education Cooperatives should refer to the Annual Data Collection Special Education Cooperatives Overview for guidance in completing the collection.

Summary of the Annual Data Collection with Responsibility Level

Summary of the Annual Data Collection with Responsibility Level		
Form Name (electronic unless otherwise stated)	Description	Responsibility Level
Accreditation Data	Report regarding compliance with accreditation standards	School
Alternative Education Programs	Report alternative education programs to serve at-risk students	School
Highly Qualified Teacher	Report highly qualified teacher status for core content area assignments	School
Indian Education	Report school and district efforts to implement the requirements of MCA 20-1-501 and Indian student achievement	School
Pupil Instruction-Related Days	Report the first/last day pupils attend school and pupil instruction-related days (PIR)	School
School Aggregate Hours	Report school aggregate hours	School
School Staff Assignments	Report assignment of district/school personnel	School
Technology: Computers and Connectivity Report	Report to assist OPI in planning future staff development and technical assistance delivery options across the state	School
Submit	Action to electronically review submitted data, provide a Preliminary Accreditation Report, and mark the data "Submitted to District"	School
District Staff Assignments	Report assignment of district/school personnel	District
Distance Learning	Information about use and delivery of distance, online, and technology-delivered learning	District
Dual Enrollment Opportunities	Report identifies districts that provide dual enrollment/credit opportunities and gathers information about these programs	District
Homeless Liaison	This person coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically	District

Summary of the Annual Data Collection with Responsibility Level, continued		
Form Name (electronic unless otherwise stated)	Description	Responsibility Level
Personnel Recruitment Report	Yearly survey on recruitment of personnel	District
Testing Coordinators	This person is responsible for the successful communication, coordination, and execution of spring CRT testing	District
Submit	Action to electronically review submitted data, provide a Preliminary Accreditation Report, and mark the data "Submitted to County Superintendent"	District
Authorized Signatures and Checklist (Hardcopy, master available in ADC, Reports)	District Superintendents sign and forward to the County Superintendent	District
School Calendar and School Master Schedule (hardcopy)	Forward copies of School Calendar and School Master Schedule for all schools in district to County Superintendent for forwarding to the OPI	District
Teacher/Principal Evaluation Survey	Access this survey via: http://keysurvey.mt.gov/PrincipalTeacherEval.html	System
Submit	Action to electronically review submitted data, provide a Preliminary Accreditation Report, and mark the data "Submitted to OPI"	County
School Calendar and School Master Schedule (hardcopy)	Forward copies of School Calendar and School Master Schedule for all schools in district(s) to the OPI	County
Authorized Signatures and Checklist (Hardcopy, master available in ADC, Reports)	County Superintendents sign and forward to the OPI, Accreditation Division	County
Nonpublic School Enrollment (Hardcopy)	County Superintendents complete and return to the OPI, Measurement and Accountability	County
Coop Authorized Signature and Checklist (Hardcopy, master available in ADC, Reports)	Authorized signature and checklist to confirm complete submittal	SE Coop
Special Education Coop Staff Assignments (Electronic)	Assignment of special education cooperative personnel	SE Coop

Principal and Teacher Evaluation Survey – New for 2010-2011**To access the survey:**

This survey is a part of the Annual Data Collection, but it is not included as a form in the ADC software. Instead, you can access this web-based survey by typing this URL into the address field on your browser

<http://keysurvey.mt.gov/PrincipalTeacherEval.html>. To login, enter your Citrix User Name and password using the version of the password with the SO extension. This survey is to be completed at the school system level. If your school system includes more than one district (e.g., an elementary and a high school district), both user names will provide access to the survey.

Completing the survey:

The survey has two sections. Section I contains eight questions related to your school system's process for evaluating performance of teachers. Section II contains a similar set of questions relating to the evaluation of principals. Please note that if you answer "yes" to Question #7 under either section, OPI will contact your district in the Spring of 2011 and ask you to supply performance levels and the counts of teachers and principals rated at each level.

All survey responses will be posted on the OPI website in compliance with assurances provided by the State of Montana as a condition of receiving State Fiscal Stabilization Funds under the American Recovery and Reinvestment Act of 2009.

SYSTEM NAME

Your system name will auto fill based on the user name with which you log in to the survey.

SECTION I: TEACHER EVALUATION

1. Indicate the primary document where the formal written evaluation process for teachers is defined. Select one response.
2. Indicate how often non-tenured teachers are required to receive a formal written evaluation. Select one response.
3. Indicate how often tenured teachers are required to receive a formal written evaluation. Select one response.
4. Indicate the components that are used for evaluation. Check all that apply. When using a rating scale, the evaluator might rate a teacher's performance in a particular area on a scale from 1 to 5, for example.
5. Describe how the district uses the results of the evaluation in making decisions relating to teacher development, compensation, promotion, retention, and removal. Address all five areas in your response. If appropriate, you might wish to insert language from the district policy or the collective bargaining agreement. You can copy and paste your answer into this field.
6. Indicate whether the evaluator reviews and includes data on the academic performance of students taught by the teacher as one of the measures of a teacher's performance.
7. Indicate whether a teacher receives one overall performance rating or level as part of the formal evaluation process. An example is Ineffective, Effective, or Highly Effective. Another example might be Satisfactory or Unsatisfactory.
8. If you answered yes to Question 7, indicate whether your district publicly reports the number and percentage of teachers at each performance level.

SECTION II: PRINCIPAL EVALUATION

1. Indicate the primary document where the formal written evaluation process for principals is defined. Select one response.
2. Indicate how often non-tenured principals are required to receive a formal written evaluation. Select one response.
3. Indicate how often tenured principals are required to receive a formal written evaluation. Select one response.
4. Indicate the components that are used for evaluation. Check all that apply. When using a rating scale, the evaluator might rate a principal's performance in a particular area on a scale from 1 to 5, for example.
5. Describe how the district uses the results of the evaluation in making decisions relating to principal development, compensation, promotion, retention, and removal. Address all five areas in your response. If appropriate, you might wish to insert language from the district policy or the collective bargaining agreement. You can copy and paste your answer into this field.
6. Indicate whether the evaluator reviews and includes data on the academic performance of students in the school as one of the measures of a principal's performance.
7. Indicate whether a principal receives one overall performance rating or level as part of the formal evaluation process. An example is Ineffective, Effective, or Highly Effective. Another example might be Satisfactory or Unsatisfactory.

CONTACT INFORMATION

Please provide contact information for the person who completed the survey, including name, title, e-mail address and phone number. This contact information will not be posted on the OPI website with the survey results.

CONFIRMATION

Your responses to this survey will be posted on the OPI website. Check the box to confirm that you understand this information will be made public.

Tips and Troubleshooting***ADC Resources and Contact Information***

Annual Data Collection web page (access to IRIS Login) <http://www.opi.mt.gov/ADC>

Annual Data Collection Helpline (406) 444-4050

For Login Help choose Option 1

For Special Education inquiries choose Option 2

For all other inquiries choose Option 3

Colleen Hamer, Data Control Specialist

Accreditation Division

PO Box 202501

Helena MT 59620-2501

(406) 444-2410; Fax (406) 444-1373

chamer@mt.gov

For inquiries regarding Special Education:

Karen Crogan, Data and Accountability Specialist

Special Education Division


PO Box 202501

Helena MT 59620-2501

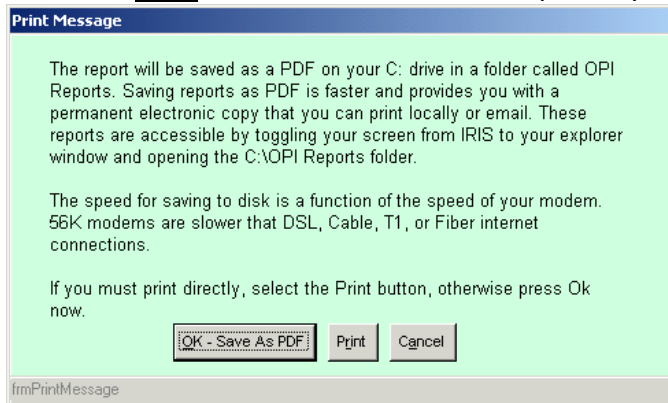
(406) 444-0685; Fax (406) 444-3924

kcrogan@mt.gov

Preview, Save, Print Reports

When you have completed any of the forms you can click on the Preview Report button  in the upper right corner to view a report. Save any report as a PDF file on your computer's C drive and print from there, rather than trying to print from the OPI Citrix server. This provides you with a permanent electronic copy of each report. See instructions in the next section. Close the report by clicking Close. Alternatively, select the Reports menu button on the main menu and then choose the desired report from the list.

When the Print button is chosen at the top of any report, this window will open:

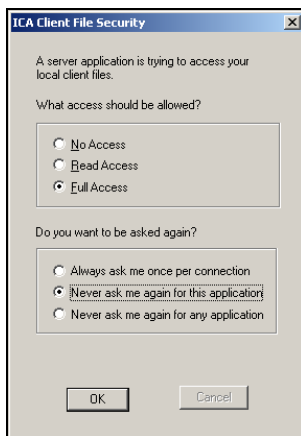


The best way to print reports is to choose OK - Save As PDF. This option creates a PDF of the report and saves it to drive C: in a folder called OPI Reports. Save the file to the location of choice and print as desired. This option provides you with a permanent electronic copy of the data, and is much quicker than printing from the OPI Citrix server.

To print the report while logged in to IRIS, click on the Print button.

This option may be slower and will not provide a permanent electronic copy of reports. Some districts may not be able to use this option, due to printer driver incompatibility.

To close the report without printing it, click Cancel and choose the Close button at the top.



If you see this message the first time you try to print, choose Full Access for question one and answer question two however you prefer.

This gives the Citrix server the right to create a folder on your C: drive called OPI Reports.

District users may print any one report for all the schools in the district at once:

- Log in using district user name and password.
- Make sure that the main menu lists user level as District Level.

- Select the Reports menu
- Double-click the report desired.
- Choose Print at the top of the Preview pane.
- The option will print the district level report (if one exists) and one report for each school in the district.

Change screen resolution and window size**Change screen resolution**

Some users have had problems viewing full screens in the past. If a thin red line is not visible all around the opening screen, the screen resolution or viewing window may need to be adjusted. To change the resolution, right click on the desktop, choose Properties and select Settings. Move the slider bar under "Screen Area" until a resolution of 800 x 600 (or larger) is displayed. Click OK. A prompt will appear to accept the new settings in the "Display Settings" dialog box. The monitor will blank and display the new settings under the "Monitor Settings" dialog box. If the OK button is not chosen at this point, the settings will be returned to previous after 15 seconds. If the video settings appear acceptable, click OK and the resolution will be reset.

Change window size

It may be necessary to increase the size of the ADC window(s) in order to see all the function buttons. Increase or decrease the ADC window size by moving the mouse over one of the corners until it is a double-headed arrow. Click and hold to drag the corner. This will only change the size of the current window.

Don't Save Changes or Escape from a "Frozen" Screen

If updates to data have been made and they should not be saved, *before* choosing the Save button or the Exit button, [use the Esc key](#). This key will return the form to its original (last saved) state. Then, continue adding data or exit the form.

If the page is locked or if using the Esc key leads to an error message that cannot be cleared, choose Ctrl+Alt+Delete and end the application. Log back into the application to continue.

Getting Started

Hardware and software requirements

Windows

Operating System: Windows XP Pro SP3, Vista, or Windows 7 (32-bit and 64-bit)

PLEASE NOTE: OPI does not support Vista; Windows 7 support is limited!

Browsers: IE 6 will still work, but we recommend IE 8; Firefox 1.0 or greater, recommend 3.x

Citrix plug-in: Version 12 is the most current version

Citrix Client requires installation by user with administrative privileges on workstation

Macintosh

Power Macintosh G4 or greater

Memory 8mb of Ram as required for a web browser

Operating System 10.5 (Leopard) or greater

Hard disk 40 GB hard drive

Citrix Client Citrix online plug-in for MAC Version 11.1

Browser Safari 2.x or greater; Firefox 2.x or greater

For more information on recommended computer hardware and software, visit the OPI Resources site at http://opi.mt.gov/Resources/Index.html?gpm=1_8

Logging in to IRIS

Access to the Annual Data Collection is through the OPI home page at www.opi.mt.gov. At the OPI home page, choose the Reports & Data menu and select Annual Data Collection from the list. The Citrix/IRIS Login is available at the top right of this page. Other resources regarding ADC are also available on this page.

For questions regarding installation of the Citrix software, please call the OPI Help Desk at 406-444-4050, option 1.

**If you have never used a Citrix application through our IRIS site before:
Click on the appropriate button on the IRIS-Citrix Login screen.**

If you already have the Client installed and updated, go directly to the LOGIN button at the bottom of the IRIS_Citrix Login screen. You will be taken to the State of Montana Citrix Access Gateway where you will be prompted for your user name and password. You will also have another opportunity to install the most current Citrix client software if you have not already done so.


[Home](#) » IRIS Login


IRIS – Citrix Login


In order to enter the Office of Public Instruction's IRIS applications, you must first log into Citrix. This requires a web application, which you can install by clicking on one of the following links. **If you have previously installed the plugin within the last 3 months, you should not have to reinstall – go directly to the login button below.**


Windows Users When prompted, click the "Run" button

Macintosh Users When prompted, click the "Anonymous Login" button

Continue to the login page... 




 **mt.gov**
Montana's Official State Website

 **State of Montana**

Welcome to the Citrix Access Gateway

Please login to continue.



Username:

Password:

If you do not know your login info, please contact your agency help desk or system administrator.

[Install Citrix Clients](#)

Click on Install Citrix Client

If You choose to install the Citrix Client software from this location, follow the instructions below. If you have already installed the client software and are ready to log in now, skip the next page.

[Home](#) » [Technology in Montana](#) » [Citrix](#) » Citrix Install

Install Citrix Client

This version of the Citrix client snaps into the user's web browser utilizing Active-X. This is the primary client for users to access State of Montana Citrix applications. If you are connecting to this web site via a dial-up, please download the file and then install. If you have a high speed connection please install directly from this link.

[Windows 7/XP/Vista/2003/2008](#) (ICAWebWrapper.msi - 7.54 MB) - Version 12, updated 6/15/2010

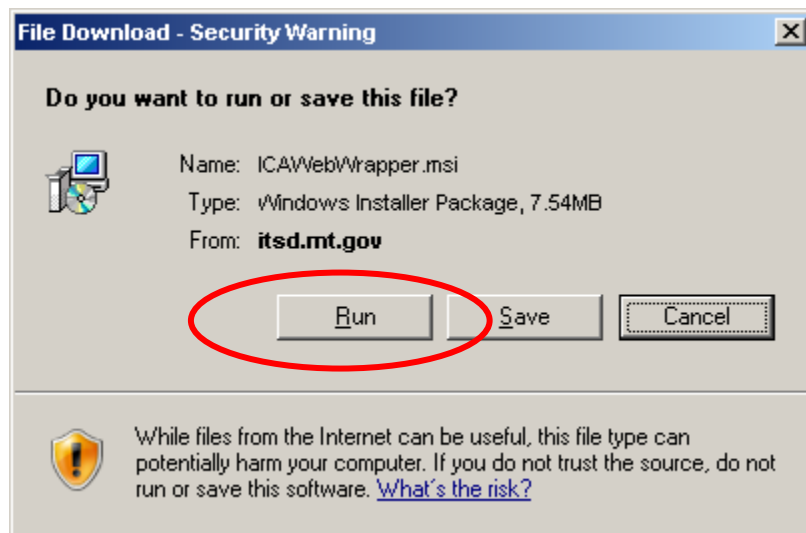
Citrix web clients for other operating systems are unsupported by DOA ITSD but can be downloaded at Citrix's [web page](#).

Other Citrix Installs (not common):

- A Java Citrix Client is also available. For more information about the Java Client, please contact the ITSD Service Desk at (406) 444-2000 or 800-628-4917 or send email to servicedesk@mt.gov.

[Back to Citrix Login](#)

Click on "**Windows 7/XP/Vista/2003/2008**" – click "Run" when prompted in the next box.

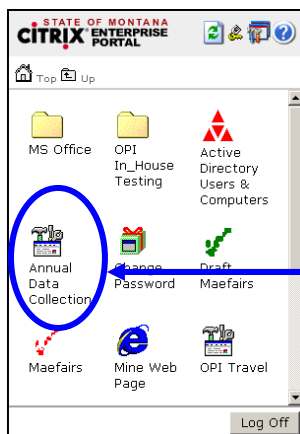


When the installation is complete, close and re-open the web browser. Follow previous instructions to return to the State of Montana Citrix Access Gateway, where you will be prompted for your user name and password.



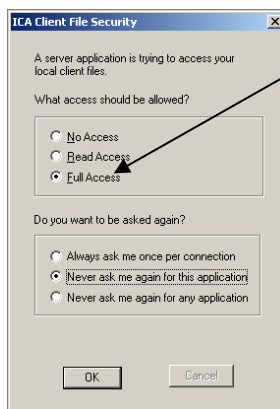
The image shows the Citrix Access Gateway login page. At the top, there is a banner with the 'mt.gov' logo and the text 'Montana's Official State Website' and 'State of Montana'. Below the banner, the text 'Welcome to the Citrix Access Gateway' is displayed, followed by 'Please login to continue.' There is a blue padlock icon to the left of the login fields. The login fields are 'Username:' and 'Password:', both with text input boxes. A 'Login' button is located below the password field. A blue oval highlights the 'Username:' and 'Password:' fields. Below the login fields, there is a link that says 'If you do not know your login info, please contact your agency help desk or system administrator.' and a link that says 'Install Citrix Clients'.

Log in using the User Name and password provided to you by the Office of Public Instruction. If you cannot find your User Name and password call the OPI Help Line at (406) 444-4050, choose option 1 and then option 2. A replacement copy can be mailed to the Authorized Representative for the district.



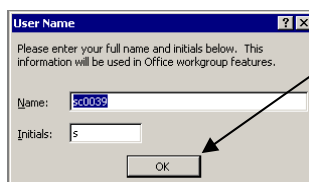
Choose the Annual Data Collection Button.

The first time logging into the Citrix application, one or both of these boxes may appear.

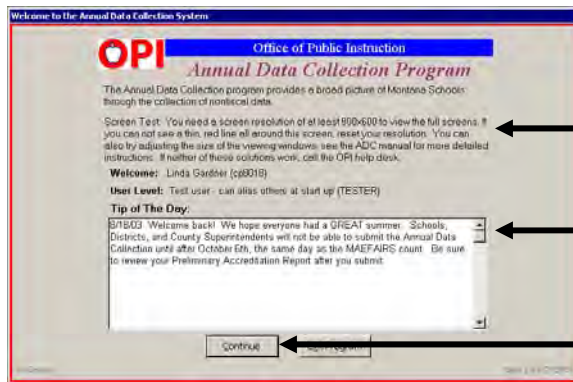


Select Full Access. The purpose of this selection is to allow access to the Citrix client. *This also allows Citrix to create a folder on C: drive and copy PDF files of reports to the folder.*

Choose the appropriate choice from the second question. Click OK.



Click OK. Don't type anything in either field.



Read the section on Screen Test; see the beginning of this manual for further instructions if needed.

Check the Tip of the Day for updates.

Click Continue.

Select Your County, System, District, Coop or School

The *Select Your County, System, District, Coop or School* form opens next.

Select Your County, District, System, Coop or School

Step #1: Select a School or District Below.
Step #2: Click on the Get Started button to work with your selection -->
You can return to this screen at any time by pressing the Select button.

Working with All Schools in the County.

School Year: 2010-2011 Codes: 25
County: Lewis & Clark
System or Coop: All Systems and Coops
Legal Entity: All Legal Entities
School: All Schools

This screen shows you what selection options are currently set and are based on your user id. You can modify any of the white fields. Selections here will determine what forms and reports as well as data you can work with.

frmSetGlobalDefaults

Select Your County, District, System, Coop or School

Step #1: Select a School or District Below.
Step #2: Click on the Get Started button to work with your selection -->
You can return to this screen at any time by pressing the Select button.

Working at the District Level with District Wide Data.


School Year: 2010-2011 Codes: 07
County: Cascade
System or Coop: Cascade Public Schools
Legal Entity: Cascade H S
School: All Schools

This screen shows you what selection options are currently set and are based on your user id. You can modify any of the white fields. Selections here will determine what forms and reports as well as data you can work with.

frmSetGlobalDefaults

Only active (white) fields are available. The grayed-out fields are inactive and not available to the user. Based on User Name, different entities will be available for selection from the drop-downs.

Select the county, district or school to work with by scrolling through the dropdown lists, or start typing and the program will auto fill. If the User Level is for a school or a special education coop, only that school or special education coop will be available from the dropdown list.

Note: The Select button  on a screen can be chosen wherever it appears in order to return to this screen and check or modify the level.

When you have chosen the entity you wish to work with, click the Get Started button.

Annual Data Collection Main Menu Window

See instructions on previous page to select the correct

Click to Select

Click to exit program.

Choose a task here to see the related menu.

This is your selected User Level.

Double click on a menu item to begin entering data.

Single click on a menu item in the white box to see its description here.

Annual Data Collection Main Menu

2010-2011
Lewis & Clark (CO 25)
East Helena Elementary (SS 0615)
East Helena Elem (LE 0492)
Radley Elementary School (SC 1465) **School Level**

READY FOR DATA ENTRY

Select a button on the left, then double click an option below

Data Entry

Reports

MAINTENANCE

1 - Setup Periods/FTE Names

ENTERED AT SCHOOL LEVEL

2 - School Staff Assignments

3 - School Aggregate Hours

4 - Accreditation Data

5 - PIR Days and School Start and End Dates

6 - Alternative Education Programs

7 - Indian Education

8 - Highly Qualified Teacher

9 - Technology: Computers and Connectivity Report

Enter accreditation data for this school year.

frmSwitchBoard

The identity of the school, district, or coop is shown in the upper left hand corner of the Main Menu and all other forms. The selections available are based on login access. For example, a district level user can select to see information for the district as well as each school. Whatever choice the district level user had made appears here. In the above example, a district level user is looking at the data for one school in the

district, hence the highlight on School Level. *Pay attention to the highlighted User Level shown on the Main Menu. Some menu items can only be completed at certain User Levels.*

Choose an option from the buttons on the left side of the screen, Data Entry or Reports, these buttons drive the menu. When either Data Entry or Reports are chosen, the associated menu items will appear in the white screen. Single-click on any menu item to view that item's description below the white box.

To complete data input, choose the Data Entry button. Each time a form is completed, choose the Exit button at the top right-hand corner of that screen, this returns to the Main Menu where another form or exit the program may be chosen.

To preview, save or print a report, chose the Report button. Refer to section Tips and Troubleshooting for guidance regarding reports.

Data Entry

Items in the Data Entry menu may be completed in any order. All items must be completed before submittal. As appropriate, type in responses or select from the dropdown lists. Move from field to field on any screen by using the Tab key or the Enter key, or use mouse clicks. *If a mistake is typed, use the Esc key. The Esc key will undo the last change(s) and return the page to its previous saved state.*

Maintenance

Set Up Period/FTE Names

FTE or full-time equivalent refers to the number of hours of work normally required in a full-time position. An FTE Unit is a portion of a full-time position dedicated to a specific job assignment. For example, a full-time principal would be assigned 1.000 FTE; a person who acts as school counselor for $\frac{3}{4}$ of the day and librarian $\frac{1}{4}$ of the day, would be assigned 0.750 FTE for the school counselor job code and 0.250 FTE for the librarian job code. For a departmentalized teaching staff (i.e., 7-8 schools, Middle Schools, and High Schools), define a time unit for each period of the day. Create an FTE unit for P-1, P-2, P-3, etc. It is required to collect grade low, grade high and student load for each course. A full-time high school English teacher in a departmentalized setting, teaching multiple courses, may not be assigned 1.000 FTE as a single FTE assignment. Multiple assignments, representing each course taught by that teacher, must be input.

Period/FTE setup is rolled forward from the previous school year, it is not necessary to re-enter time units each year. Carefully check each existing unit to make sure it is an accurate reflection of the current school day. If not, modify the unit or create a new unit that accurately describes the time segment. If a Period/FTE Name is associated with an assignment, it cannot be deleted.

Period/Fte Names for Organization
Bridger High School

FTE is the "full-time equivalent" which is the number of hours of work normally required in a full-time position.

Period/FTE Name	FTE
0.429 FTE	0.429
0.500 FTE	0.500
P-1	0.143
P-2	0.143
P-3	0.143
P-3 A	0.072
P-3 B	0.071

frmFteUnit Work with Selection Add a New Period/FTE Delete Selection

To modify an existing time unit, select it and click Work with Selection, or double click on the time unit. To add or delete FTE units, choose the appropriate button.

Using the Naming Wizard to create Period/FTE Names

Choose whether this time unit will be described as a Percentage or as a Period. District level, all day self-contained classrooms, etc. are generally assigned with Percentage time units such as 1.0 (full-time), 0.50 (half-time). Departmentalized teaching assignments, e.g. a 7 period schedule are generally assigned with Period time units such as .143 for one period that meets all year.

To create Percentage FTE time units:

Choose Percentage FTE, enter the decimal equivalent for this assignment in the FTE field, e.g. 1.00 for a full-time, .50 for a half-time assignment. The wizard will fill the FTE or Period Description to match the decimal entered and display it in the blue box.

Click on Save and Exit to return to the previous screen.

To create Period time units:

Choose Periods from the dropdown menu, a window will open; enter a number for the period, e.g. 4 for a period 4 in a multiple period schedule. Click OK or press Enter.

Indicate which days of the week this period meets by typing in the initial letters for the days. Use R for Thursday. For A and B days, type A or B. Press Tab or Enter.

Choose which term this period meets. Choosing Semester, Trimester, Quarter or Other will prompt a window requesting input of a number for the term; generally, yearly is chosen. Click OK or press Enter.

The wizard will name the unit based on the input and display the name in the blue box at the bottom of the screen.

In the white FTE box, enter the decimal equivalent for this period. For example, if the school day has 8 periods that meet daily all year, the decimal equivalent for each period would be 0.125. For a class that meets daily for one semester, the decimal equivalent would be 0.063. For help in calculating FTE, click on Click Here to Calculate FTE in the bottom right corner of the form.

Choose Save and Exit to save this FTE unit and return to the previous screen. To not save changes, select Exit without Saving. The original data will be restored and the previous screen will be restored.

1. The blue box will be automatically computed.
2. Use the white box at the bottom of the page for any notes or explanation, such as differing schedules for Kindergarten.

*Entered at School Level***School Staff Assignments**

From the Main Menu, choose Data Entry, and then choose School Staff Assignments. If an entity other than a school is currently selected, click on the Click to Select button in the upper left hand corner of the Main Menu and choose the school. The first column of the Assignment Summary Screen (see below) lists the level of the job assignment for each person.

Assignment Summary Screen

The Assignment Summary screen has been pre-filled with staff names from last year. This screen is where tasks such as deleting staff no longer at this organization, adding new staff members and modifying the assignments of continuing staff members are initiated.

School or District Name	Job Category	FTE	Student Sum	Load	No. of Assign.	No. of Issues
1720 East Valley Middle School	Building Administrative	1.000	302	1	0	
School 1720 East Valley Middle School	Paraprofessional	1.000	382	1	1	
School 1720 East Valley Middle School	Teacher	1.000	167	8	0	
School 1720 East Valley Middle School	Teacher	1.000	196	0	0	
School 1720 East Valley Middle School	Teacher	1.000	188	8	8	
School 1720 East Valley Middle School	Special Education	1.000	12	1	1	
School 1720 East Valley Middle School	Teacher	1.000	143	0	0	
School 1720 East Valley Middle School	Teacher	1.000	18	8	0	
School 1720 East Valley Middle School	Teacher	1.000	141	8	0	
School 1720 East Valley Middle School	Teacher	1.000	140	0	0	
School 1720 East Valley Middle School	Paraprofessional	1.000	352	1	1	
School 1720 East Valley Middle School	Other FTE	0.330	382	1	1	
School 1720 East Valley Middle School	Teacher	1.000	130	0	0	
School 1720 East Valley Middle School	Paraprofessional	0.600	382	1	1	

Preview Assignment Summary Report

When one employee is taking over another's assignments, you might save time by using the Transfer Assignments button. You will still need to update grade levels and student counts for each class assignment. See next section for more details.

Make any changes to a continuing staff person's assignments by selecting that person and clicking this button. See directions on the next page.

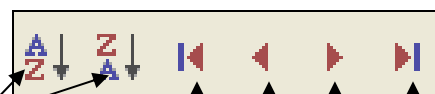
For directions on adding a new person, refer to the **Add New Staff** section of this manual.

To delete the name and assignments of anyone who is no longer with your organization:

- Select that person's record
- Click the Delete Person button at the bottom of the form.
- You will be prompted to confirm your decision to delete. Click Yes if you are sure that is what you want or No to cancel the delete command.
- There is no Undo for this procedure.

It's possible to sort the list on the Assignment Summary screen by using the toolbar in the upper left-hand corner of the screen, or by right clicking on a column or selected item. Tip: hover over each button to get a description.

Sort in alphabetical order based on selected column.



Scroll through records individually, or fast forward and backward.

Assignment by Person

This window opens as a result of choosing Work with Person from the Assignment Summary Screen. Use this screen to make additions, deletions and edits to a particular staff person's assignments, as well as to edit race, gender and license information.

This column indicates if the assignment is available for update

White, Non-Hispanic	Male
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes

Organization Name: Capital High School (School 1547)
 FTE Unit: P-0 - 0.143 FTE
 Job Code: MH05 - Math
 Additional Job Description: Math 1
☐ This assignment is an Alternative Education assignment
☐ This assignment is a Dual Credit assignment
 Lowest Grade: 9
 Highest Grade: 12
 Student Load: 19

See next section for details on adding and/or editing staff assignments.

To delete an assignment for the selected staff person, select the record to be deleted and click here. You will be prompted to confirm your decision. Click **OK** to continue or **Cancel**. **There is no Undo to this procedure.**

To update information for this person, click here and make the necessary corrections. Choose Save and Exit to return to the Assignment by Person screen. If you change your mind, choose Exit without Saving; this button removes the name, gender and race, but License Type and License Info must be physically deleted or they will be saved.

FolioID: 0
 First Name: Middle: Last:
 Gender: Race:
 Additional Qualifications: Enter a partial name, click find to narrow the list. Reset sets the list back to ALL Licenses.
 License Type: License Info:
 Save And Exit Exit without Saving

Additional Qualifications fields are for use with licensed staff and paraprofessionals. See the **Add a New Person Not Found in List** section of this manual for information on using these fields.

Alternative Education and Dual Credit assignments

☐ This assignment is an Alternative Education assignment ☐ This assignment is a Dual Credit assignment

Depending on the job code selected, one or both of these checkboxes may appear for the individual assignment. Check the box for each assignment when appropriate. See the Glossary for definitions.

Edit/Add Staff Assignments

To edit an assignment for the selected staff person, double click the record to be edited. The details of the selected assignment will fill in the bottom half of the screen. Make the necessary changes and then click Save Work. To undo all changes made and return the record to its original form, click Cancel. To make more changes/additions to this person's assignments, double click on the next record to edit, or click Add a New Assignment.

Assignment by Person

White, Non-Hispanic	Female																																										
<table border="1"> <thead> <tr> <th>Edit?</th> <th>School or District Name</th> <th>Job Code</th> <th>Description</th> <th>FTE Unit</th> <th>FTE</th> <th>Grade Low</th> <th>Grade High</th> <th>Student Load</th> </tr> </thead> <tbody> <tr> <td>View</td> <td>School 0766 Alberton High School</td> <td>PT</td> <td>Prep</td> <td>P-4</td> <td>0.143</td> <td>9</td> <td>12</td> <td>0</td> </tr> <tr> <td>View</td> <td>School 0766 Alberton High School</td> <td>FA01</td> <td>Art</td> <td>P-5</td> <td>0.143</td> <td>9</td> <td>12</td> <td>11</td> </tr> <tr> <td>View</td> <td>School 0766 Alberton High School</td> <td>FA01</td> <td>Art</td> <td>P-7</td> <td>0.143</td> <td>9</td> <td>12</td> <td>12</td> </tr> </tbody> </table>	Edit?	School or District Name	Job Code	Description	FTE Unit	FTE	Grade Low	Grade High	Student Load	View	School 0766 Alberton High School	PT	Prep	P-4	0.143	9	12	0	View	School 0766 Alberton High School	FA01	Art	P-5	0.143	9	12	11	View	School 0766 Alberton High School	FA01	Art	P-7	0.143	9	12	12	<table border="1"> <thead> <tr> <th>Grade Low</th> <th>Grade High</th> <th>Student Load</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>12</td> <td>11</td> </tr> </tbody> </table>	Grade Low	Grade High	Student Load	9	12	11
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Organization Name: Alberton High School (School 0766)

FTE Unit: P-5 - 0.143 FTE [Click here to Setup Periods and Time Units](#)

Job Code: FA01 - Art [Report Teaching Assignments by Period](#)

Additional Job Description:

☐ This assignment is an Alternative Education assignment ☐ This assignment is a Dual Credit assignment

Lowest Grade: 9

Highest Grade: 12

Student Load: 11

[Add Assignment](#) [Delete Assignment](#) [Update Person](#) [Cancel](#) [Save Work](#)

Step 1- Select the appropriate organization for the assignment. You will only see the organization(s) that you have the right to edit.

Step 2- Select the appropriate FTE Unit from the dropdown list. If you need to add or edit your FTE Units at this stage, select Click here to Setup Periods and Time Units.

Assignment by Person

White, Non-Hispanic	Female																																										
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Organization Name: Alberton High School (School 0766)

FTE Unit: P-4 - 0.125 FTE [Click here to Setup Periods and Time Units](#)

Job Code: FA01 - Art [Report Teaching Assignments by Period](#)

Additional Job Description:

☐ This assignment is an Alternative Education assignment ☐ This assignment is a Dual Credit assignment

Lowest Grade: 9

Highest Grade: 12

Student Load: 11

[Add Assignment](#) [Delete Assignment](#) [Update Person](#) [Cancel](#) [Save Work](#)

Step 3- Select the appropriate Job Code from the dropdown list, or type in the Job Code if you know it.

Step 4- Check appropriate boxes for Alternative Education assignment or Dual Credit assignment. See previous page.

Assignment by Person

White, Non-Hispanic	Female																																										
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Organization Name: Alberton High School (School 0766)

FTE Unit: P-5 - 0.143 FTE [Click here to Setup Periods and Time Units](#)

Job Code: FA01 - Art [Report Teaching Assignments by Period](#)

Additional Job Description: AP Art History

☐ This assignment is an Alternative Education assignment ☐ This assignment is a Dual Credit assignment

Lowest Grade: 9

Highest Grade: 12

Student Load: 11

[Add Assignment](#) [Delete Assignment](#) [Update Person](#) [Cancel](#) [Save Work](#)

Step 5- Fill in Additional Job Description, Lowest Grade, Highest Grade, and Student Load. For Coops, the grade level fields are not enabled.

Step 6- Click Save Work when you are finished modifying or adding an assignment. Click Cancel to undo the changes and return the record to its original status.

Special Education teachers with PK students

Assignment by Person

White, Non-Hispanic				Female				
Edit?	School or District Name	Job Code	Description	FTE Unit	FTE	Grade Low	Grade High	Student Load
Yes	School 0006 Mary Innes School	SP00	Special Ed Teacher - Not Sol	1.000 FTE	1.000	PK	K	20

Organization Name: Mary Innes School (School 0006)

FTE Unit: 1.000 FTE - 1.000 FTE [Click here to Setup Periods and Time Units](#)

Job Code: SP00 - Special Ed Teacher - Not Sole Provider

Additional Job Description: Special Education Teacher

☐ This assignment is an Alternative Education assignment

What percent of this assignment is allotted to 3-5 year olds? 10 %

Lowest Grade: PK

Highest Grade: K

Student Load: 20

fmAssignmentPerson

[Add Assignment](#) [Delete Assignment](#) [Update Person](#) [Cancel](#) [Save Work](#)

For a Special Education teacher whose class includes PK students, you must indicate the percent of students in the class who are PK. Divide number of PK students by total number of students in the

Continue editing/adding assignments for this person using the buttons provided. When you have finished saving changes to this person's record, click the Exit button at the top of the form to return to the Assignment Summary screen. From there you can chose to work with another person's record or return to the main menu.

NOTE: If the general job code [OT – Other (Instructional)] is used, an additional description of the job duties must be included in the text field titled "Additional Job Description."

Transfer Assignments

Use this button on the Assignment Summary page to give a previous staff person's assignments to a new person without re-entering the assignments for the replacement person.

Assignment Summary

School	Staff Name	Job Category	FTE	Student Load	No. of Assignments
School 1156	Dutton/Brady Elementary	Teacher	2271 Adams, Carol A.	1.000	22
School 1156	Dutton/Brady Elementary	School Counselor	60832 Clement, Norma L.	0.188	79
School 1156	Dutton/Brady Elementary	Special Education	0 DeMars, Kathy	0.500	5
School 1156	Dutton/Brady Elementary	Teacher	53862 Duff, Rebecca J.	0.425	50
School 1156	Dutton/Brady Elementary	Teacher	48410 Goodenough, Betty S.	0.275	19
School 1156	Dutton/Brady Elementary	Teacher	91871 Hallinan, William J.	0.475	86
School 1156	Dutton/Brady Elementary	Paraprofessional	0 Hansen, Lauren	1.000	22
School 1156	Dutton/Brady Elementary	Teacher	40036 Hayward, Betty J.	0.800	12
School 1156	Dutton/Brady Elementary	Teacher	53221 Hitchcock, Brent M.	0.135	14
School 1156	Dutton/Brady Elementary	Building Administrator	46009 Meyhan, James A.	0.500	109
School 1156	Dutton/Brady Elementary	Teacher	31240 Moss, Richard R.	1.000	12
School 1156	Dutton/Brady Elementary	Teacher	43877 Olmsted, Diana M.	0.400	6
School 1156	Dutton/Brady Elementary	Teacher	45740 Phillips, Ray P.	1.000	13
School 1156	Dutton/Brady Elementary	Teacher	66504 Rathert, Jane Marie	0.500	5

Transfer Assignments

Use this screen to transfer assignments from one person to another. This feature allows one to move one person's assignments to another person. All assignments for the selected person and school or district are moved from the old person to the new.

Move assignments from:

to:

Find a Person

Use this screen to find certified or noncertified staff. If the staff member can not be found, please add them as new. Check first. Do not add a staff member if they are already present in the list. If you search by SSN, enter SSN with no "-".

Search By: Last Name like

FolioID	Name	Gender	Race
72474	Gardner, Joseph C.	Male	UNKNOWN
72060	Gardner, Kristle K.	Female	UNKNOWN
68209	Gardner, Linda J.	Female	UNKNOWN
31989	Gardner, Linda J.	Female	WHITE
72929	Gardner, Linda Kay	Female	UNKNOWN
66561	Gardner, Lucy	Female	AMERICAN
28350	Gardner, Maryjo	Female	WHITE

Transfer Assignments

Use this screen to transfer assignments from one person to another. This feature allows one to move one person's assignments to another person. All assignments for the selected person and school or district are moved from the old person to the new.

Move assignments from:

to:

Confirmation Message

Complete the transfer of assignments?

1. Select the former employee's name on the Assignment Summary Screen and click Transfer Assignments.
2. Click Select a Person
3. Use the search features described in **Add Person** to find the new employee name.
4. Click Work with Person.
5. That command returns you to this screen. The new person's name appears in the **to:** field.
6. Click Transfer Assignments to New Person
7. Click Yes to continue or No to cancel the transfer.

The new person's name will now be selected on the Assignment Summary page. Click Work with Person; remember to update student loads, grades low and high, Alternative Education and Dual Credit checkboxes as needed for each class assignment.

Add New Staff

To add new staff to a school or district, while at that school or district level, choose **Add Person**. You will see the below screen.

1. Search by last name, folio number, SSN or License number. Pick one.

2. Type in the last name, folio number or SSN you wish to sort by. Then click Find. You will get a list of matches to your search criteria.

3. When you find the name on the list, select it and choose this button to add assignments for that person.

4. If the name you want is not on this list, click here. Do NOT click here unless you are certain the name is not in the list. Check different spellings, search by SSN, folio number, etc.

This list contains the names of all certified educators in the state of Montana. Paraprofessionals and non-certified special education staff who worked in a school last year are also in the list.

To search for a staff person in the list, use Last Name for non-certified staff and Folio Number for certified staff. Choose either the Last Name or Folio Number radio button, type the name or folio number to match in the is like field, and click Find to see a list of names that meet the criteria.

For example, to find John Doe when his folio or social security number is not known, choose the Last Name option. Type 'Doe' and click the Find button. This will return a list of all individuals with the last name of Doe. The list includes licensed and non certified people who have worked in a Montana school in the past four years. Choose the appropriate one and click Work with Selected Person to begin entering assignments. For certified staff, be sure to confirm it is the correct person by verifying the folio number.

Note: If you have a new staff member who taught at another Montana school last year, the FTE from his/her previous assignment will still be attached to that person's record until the previous school district goes into this program and deletes it. You may get a message box telling you the person is over 1.00 FTE and asking if you want to fix the problem. As long as the person has 1.00 FTE or less at your school, you can ignore this warning. The issue will be resolved when all the data entry for the state is complete.

Add a New Person Not Found in List

Only choose this option if the person to add does not appear in the previous list and is not a certified teacher/administrator. Folio numbers cannot be added on this screen. If the person has a folio number, they should be in the list on the previous screen. *Do not add a person here if he/she has a folio number or will have. Remember, teacher/administration certification can be validated and folio numbers are displayed at OPI, Licensure: <http://www.opi.mt.gov/Cert/index.html#qpm1> 8.*

Adding Licensed Professionals and Highly Qualified Paraprofessionals

An additional step for licensed professionals (e.g. Speech-Language Pathologists, Nurses) and Paraprofessionals is to input the license number and additional qualifications for the staff person .

Paraprofessional:

- Type name, gender and race
- Select the appropriate additional qualifications from the License Type drop down list. The OPI does not require license information for accreditation purposes. However, the ESEA requires that instructional paraprofessionals meet certain educational criteria, e.g., 2 or more years of higher education, academic assessment, or associate degree.

Licensed professional:

- Select License Type
- Use the Find box to filter the names in the License Info dropdown list.
- Choose the name and license number from the License Info dropdown list which is in alphabetical order by last name.
- The Gender and Race fields are populated with default values; update those fields.
- Some licensed professionals qualify for quality educator payments. In those cases, the license number from the License Info dropdown list must be selected before the staff will be counted as eligible.

When finished, click Save and Exit. The person's name should now appear in the previous list. Select the name from the list and choose Work with Person to add assignments for this person.

The Exit without Saving button removes the name, gender and race, but License Type and License Info must be physically deleted or they will be saved even if Exit without Saving is chosen.

Updating existing Licensed Professionals and Highly Qualified Paraprofessionals

- For a person who was already on the list, but needs updated qualifications or a license number, select Work With Person and then Update Person. This same box will open, but will be pre-filled with the person's name and current information.
- Follow the instructions above to locate the person's license number or other qualifications.
- The name of the licensee from the license number registry will overwrite any name already entered.

For further assistance with licensed professionals or paraprofessionals, call the OPI Help Line at (406) 444-4050; option 2.

School Aggregate Hours

School Aggregate Hours

2010-2011
Mineral (CO 31)
Alberton K-12 Schools (SS 0687)
Alberton K-12 Schools (LE 0577)
Alberton High School (SC 0766)

Click to Select

School: Alberton High School

Status of Processing for this Organization: Ready For Data Entry

Instructional Program Offered: High School Program (HS)

Minutes per day of pupil instruction. Do not include passing time, unstructured recess, or lunch.

Full Days: 340 Partial Days: 240

Minutes per day of passing time.

Full Days: 20 Partial Days: 10

Days per year of pupil instruction.

Full Days: 175 Partial Days: 10

Calculated aggregate hours per year for meeting Accreditation Standards.
If the calculated figure is inaccurate, correct the figures in the above fields, or provide an explanation in the Notes Box.
Policy Reference: Accreditation Standards Manual, Appendix D, School Day, Week, Year;

1092.00

[MCA 20-1-301](#)

Notes: Record any explanations here

frmOrganizations

1. Enter the number of minutes of pupil instruction time in a full day and the number of minutes in an average partial day.
2. Enter the minutes per day of passing time for a full day and for an average partial day.
3. Enter the number of full days and partial days of pupil instruction for the school year.
4. Aggregate Hours per year are calculated and displayed in the blue box.

For further assistance with this form, call the OPI Help Line at (406) 444-4050; option 3.

Accreditation Data

Click on each tab to view the questions on it, or click on [Next](#) at the bottom of the screen to move through the pages. You must answer all the questions on all pages of this form.

The questions on this form change from year to year, so be sure to read carefully before answering.

There are nine page tabs for Accreditation Data. For each general question, respond with either Yes or No. Type answers in the appropriate space or choose from the dropdown list. Each general question has additional questions for further clarification. Type answers in the space provided or select the checkbox when appropriate.

Do not include information about alternative education program sites when answering questions on Tab C about off-site locations. Alternative education program information is collected on a separate form.

Move through the form by pressing the Tab key or clicking the [Next](#) button. To go to a specific page, click on the page tabs located under your entity name.

Alternative Standards approved by BPE will be listed on Tab II. The information is for display only, it cannot be edited. Applications for Alternative Standards must be sent to the OPI for BPE approval. For inquiries about Alternative Standards, please contact the Office of Public Instruction at (406) 444-4050 and select option 3.

PIR Data and School Start and End Dates

When you click on one of these buttons, a popup box will open with more information. To close the popup, click the Exit button in its upper right corner.

Enter the first and last days of school for pupils.

Answer the professional development committee question.

Enter each PIR day/activity on a separate row.

Each PIR entry needs a date, an Activity Code (choose from the list), a brief description of the activity and the number of PIR hours for that activity.

Example: 10/18/08 PD Speaker: Mainstreaming in Math classes 6

For two or more different Activity codes for the same date, enter each activity on a separate row.

Example: 08/25/10 SO New staff orientation 3

08/25/10 PD Planning for the new CRT 3

To remove a PIR day, select that date and click the red X at the end of the row.

It is possible to copy PIR data entered for one school to all the schools in a district. Enter the PIR dates for one school in the district, and then select Click to copy these PIR days to all schools in the district. Click Yes at the prompt; you will get a message box when the process is complete.

Viewing More Instructions or an Example

Click on one of the buttons to the right of the Activity Codes box to view instructions or an example on the screen. Use the Exit button in the upper right corner to close the Instruction or Example box. For questions about PIR reporting, call (406) 444-4050 and select option 3.

Alternative Education Programs

Alternative Education Programs

2009-2010
Mineral (CO 31)
Alberton K-12 Schools (SS 0687)
Alberton K-12 Schools (LE 0577)
Alberton 7-8 (SC 1730)

Click to Select

Questions 1 - 5 | Questions 6 - 7 | Questions 8 - 12

Purpose: The purpose of this data collection is to identify which districts operate alternative education programs to serve at-risk students and gather identifying information about these programs. For OPI reporting purposes, an alternative education program is a "restructured" academic program to serve at-risk students and operated within an accredited public school.

1. Does your district operate an alternative education program to serve at-risk students?

2. Which choice below best describes where the students are served?

3. Do you modify graduation requirements (as provided in ARM 10.55.906 (3) & (4)) for the students served in this program?

4. Do you modify attendance requirements for the students served in this program?

5. When reporting personnel assignments for the Annual Data Collection, do you use personnel job codes AR01 (At-Risk) or OT (Other) to describe any of the personnel working in the alternative education program? AR01 (At-Risk) OT (Other)

frmAECPrograms

If the answer to question 1 is No, and the district does not operate an Alternative Education program, no more questions will appear.

Twelve fields should be completed for schools with Alternative Education Programs.

Choose answers from the dropdown lists, when available.

Use the Tab or Enter keys to move through the fields, or use your mouse to select the next question or tab.

Note: additional alternative education information is entered in the School Staff Assignments where any assignment that is within an alternative education program must be checked "This assignment is an Alternative Education assignment".

For further assistance with this form, call the OPI Help Line at (406) 444-4050; option 3.

Indian Education

The Indian Education Law, MCA 20-1-501 is reproduced on the first tab of this form. Use the Tab or Enter keys to move through the fields, or click to select the next question or tab. Choose answers from the dropdown lists, when available. If None is chosen for question D, all the other answers for that question will be hidden or disabled.

For further assistance with this form, call the OPI Help Line at (406) 444-4050; option 3.

Highly Qualified Teacher

This form collects Highly Qualified teacher (HQT) information for teachers with core academic assignments for federal reporting purposes. The forms to assess HQT for each individual teacher are required to be on file at the School/District office and should reflect every combination of each individual teacher and his or her core academic assignment(s). The forms are available at:

http://www.opi.mt.gov/programs/Federal/Index.html?gpm=1_5

Teacher	Assignment	Hqt	Experience	YearOrLess	YearPl
Hickel, Nellene	EL01 Elementary Self-contained (only)	Unanswered		0	0

The white box will list all the teachers at each school in core content assignments. Double click on a teacher record to allow data entry for that person and core content area. Answer questions A, B and C for that teacher. Click the 'Save' button when done. Select the next teacher in the list and repeat the process for all teachers.

For further assistance with this form, call the OPI Help Line at (406) 444-4050; option 3.

Technology: Computers and Connectivity

In some districts, computers are shared across more than one school, but Federal reporting requires that the OPI report the number of computers per school. **Make a determination as to how to report computers so that each computer is only counted once.** Possible methods include:

1. (Preferred) - Provide the actual count by school (Sc).
2. Divide the total number of computers in the district evenly across the schools in the district.
3. Another method as determined locally that ensures each computer is only counted once within the district.

Enter the total number of computers primarily used by students at the school; then enter the number of those student computers that have dial up, high speed or no internet access. Do the same for the number of computers primarily used by teachers at the school. The sum of computers with the three types of connections must equal the total number of student or teacher computers entered in the first question. Do not include in your counts any computers that are exclusively for administrative use.

The next question is about how your computers access the internet; hardwired or wireless access. If you have some of each, select the one that applies to most of your computers.

Finally, provide contact information for the person who provides technology support for the school.

If you need further assistance with this form, call the OPI Help Line at (406) 444-4050; option 3.

Entered at District Level**District Staff Assignments****Entering District Level or Special Education Staff Assignments**

You must be logged in as a county or district and your User Level shown on the Main Menu must say District Level. You should only enter staff with District Level Assignment Job Codes as shown on the job code list. The first column of the Assignment Summary Screen (see below) lists the level of the job assignment for each person.

For detailed instructions on entering assignments, refer to the section, School Staff Assignments.

For further assistance with this form, call the OPI Help Line at (406) 444-4050; choose option 3.

Entering Special Education Cooperative Personnel

Each cooperative must report all special education personnel employed and/or contracted to provide special education services. Itinerant personnel must be marked with appropriate job codes. An itinerant employee is one whose job requires working with or serving children in more than one school district and requires travel. Each special education job code will specify itinerant or not. Example: There is a job code for school psychologist – special education [SP24] and a job code for itinerant school psychologist [SP25]. Refer to the list of special education job codes for cooperative personnel.

For detailed instructions on entering assignments, refer to the section, School Staff Assignments.

For further assistance with entering special education personnel, call the OPI Help Line at (406) 444-4050; choose option 2.

District Personnel Recruitment

For the 2010-2011 hiring cycle input how many openings in each subject area, support or administrative area existed, and how difficult it was to fill those openings. When no openings existed for this school year, check the box for "I have no Personnel Recruitment records to report."

District Personnel Recruitment

2009-2010
 Mineral (CO 31)
 Alberton K-12 Schools (SS 0687)
 Alberton K-12 Schools (LE 0577)
 All Schools (SC %)

☐ I have no Personnel Recruitment records to report.

Recruitment Subject Area: Elementary, Middle School, High School

FTE of Vacancies: []

Difficulty Filling: []

Vacancy Summary: (Double Click record to Edit or to Set it up for Delete)

AREA	FTEElem	ElemDifficulty	FTMS	MSdifficulty
Elementary Education	3	Possible to Fill - Medium qualified applic	0	

Buttons: Delete, Cancel, Save

To enter detail regarding openings, select the appropriate subject area, support or administrative area. Indicate how many FTE were vacant for each grade level (elementary, middle school or high school) and how difficult it was to fill them at each level. Click Save. The record will then appear in the Vacancy Summary section in the white box.

To edit or delete an existing record, double click it in the Vacancy Summary list. Click Delete to remove the record, or make the changes and click Save; to cancel changes without saving, click Cancel.

For further assistance with this form, call the OPI Help Line at (406) 444-4050; option 3.

Indian Education for All District Level

This form is a survey designed to collect information about district use of IEFA and student achievement gap funding. Select responses from the drop-down lists. Answering Not Applicable to questions D or E causes all the other answers for that question to be hidden or disabled.

The screenshot shows a web-based survey form titled "Indian Education For All District Survey". At the top, it displays the school year "2010-2011" and the district "Lewis & Clark (CO 25)". Below this, there are three radio button options: "Click to Select", "Wolf Creek Elementary (SS 0618)", "Wolf Creek Elem (LE 0495)", and "All Schools (SC %)". A paragraph of text explains the purpose of the report: "This annual report will provide the Office of Public Instruction with information on school and district efforts to implement the requirements of MCA 20-1-501, Indian Education For All, and assist the OPI in planning for future staff development and technical assistance delivery options across the state. Each fall a summary of this report will be made available on the OPI website upon completion of the Annual Data Collection submission and analysis cycle." Below this is a section titled "Indian Education for All District Level Survey" with three tabs: "Policy and Training", "Indian Education for All Funding", and "American Indian Student Achievement Funding". The "Policy and Training" tab is selected. It contains three questions: A. "Does your district have a board-approved policy about implementing Indian Education for All, per ARM 10.55.701(3)(o)?" with a "No" dropdown; B. "Have your school board members received training regarding Indian Education for All in the past year?" with a "No" dropdown; and C. "Please indicate the status of your district's plan for implementing Indian Education for All." with a dropdown menu. A "Next" button is located at the bottom right. The URL "fmi/IndianEdDistrict" is visible in the bottom left corner.

For further assistance with this form, call the OPI Help Line at (406) 444-4050; option 3.

Technology Integration Report

Technology Survey: Technology Integration

2010-2011
Lewis & Clark (CO 25)
Wolf Creek Elementary (SS 0618)
Wolf Creek Elem (LE 0495)
All Schools (SC %)

Click to Select

Purpose: This annual report will provide the Office of Public Instruction with the necessary information for Federal reporting requirements and assist the OPI in planning for future staff development and technical assistance delivery options across the state.

Has the district fully integrated technology into the district curriculum through implementing the Montana Technology Standards and Performance Descriptors? [Click Here for the Montana Content Standards](#)

Does your district contract with outside tech support? Yes

Contact Information:

Individual's First Name Phone

Individual's Last Name E-mail

Company Name (if Different):

frmTechnology/District

Technical assistance can be provided by the Office of Public Instruction to districts who have not fully integrated technology into the district curriculum.

Districts that contract with outside tech support should enter contact information. This section will not be displayed if you answer No to the second question.

For further assistance with this form, call the OPI Help Line at (406) 444-4050; option 3.

Distance Learning Report

Distance Learning

2010-2011
Deer Lodge (CO 12)
Anaconda Public Schools (SS 0401)
Anaconda Elem (LE 0236)
All Schools (SC %)

Click to Select

ARM **Question 1** Questions 2 and 3 Question 4 Question 5 Question 6

Purpose: This annual report will provide the Office of Public Instruction with the necessary information to meet the requirements of 10.55.907 ARM -- Distance, Online, and Technology Delivered Learning -- Revised September 2008.

1. Does the district utilize distance learning to fulfill elementary or middle school basic education program requirements and/or high school graduation requirements as provided for in 10.55.907 ARM?

Next

frmDistanceLearning

Administrative Rule of Montana pertaining to distance learning has been reproduced on the first tab for reference. Five other tabs collect information about using and delivering distance learning.

Record your district's utilization of distance learning in Question 1.

If the answer to question 1 is No, questions 2, 3, and 4 will be hidden.

If the answer to question 1 is Yes, complete the questions on the next two tabs.

Questions 2 and 3 are related to the facilitator.

Question 4 asks for provider information.

Districts that are a distance learning *provider* to other school districts in Montana, should answer Yes to Question 5 and then answer Question 6 by listing the districts being served.

For further assistance with this form, call the OPI Help Line at (406) 444-4050; option 3.

Testing Coordinators

Test Coordinators

Click to Select

2010-2011
Deer Lodge (CO 12)
Anaconda Public Schools (SS 0401)
Anaconda Elem (LE 0236)
All Schools (SC %)

Please enter the test coordinator for the district. This is the person responsible for the successful communication, coordination, and administration of statewide testing.

Enter the delivery (physical) address where you would like the system test coordinator to receive MontCAS materials. This form is pre-filled with information we currently have on file about your district testing coordinator. If the information is incorrect, make any necessary changes. When the information is correct and complete, check the box at the bottom indicating you have reviewed and confirmed the information.

☐ I have reviewed and confirmed or corrected this information

First Name E-mail
Last Name Phone
Title

Postal Name

Delivery Address Mailing Address
City City
State State
Zip Zip

frmTestCoordinators

The form will be pre-filled with the information from the previous collection. If the information is incorrect, make any necessary changes. When any corrections or changes have been made, check the box indicating you have reviewed and confirmed the information. If you change your mind and don't want to save the changes you made, use the Esc key to return the form to its original state.

For further assistance with this form, call the OPI Help Line at (406) 444-4050; option 3.

Homeless Liaison

The screenshot shows a web-based form titled "Homeless Liaison" with a blue header bar. Below the header, there is a section for selecting the school year and district. The selected year is "2010-2011" and the district is "Deer Lodge (CO 12)". Below this, there are three radio buttons for selecting the school type: "Anaconda Public Schools (SS 0401)", "Anaconda Elem (LE 0236)", and "All Schools (SC %)". The "All Schools (SC %)" option is selected. To the left of these options is a small icon of a hand pointing to a button labeled "Click to Select".

Below the selection section, there is a paragraph of text: "The District Homeless Liaison designated by the Authorized Representative should be an individual who is aware of his or her required duties, and is able to respond to questions or problems related to homeless students or their families regarding education issues."

Below this paragraph, there is another paragraph: "This form is pre-filled with information we currently have on file about your homeless liaison. If the information is incorrect, please make any necessary changes. When the information is correct and complete, check the box at the bottom indicating that you have reviewed and confirmed the information provided."

Below this paragraph, there is a paragraph: "If this information needs to be updated during the year, you must contact Clare Bridge at the OPI, (406) 444-0906."

Below the paragraphs, there is a checkbox labeled "I have reviewed and confirmed or corrected this information" which is currently unchecked. Below the checkbox, there are several text input fields for personal information:

First Name		E-mail	darnellt@sd10.org
Last Name		Phone	(406) 563-6361
Title		Fax	(406) 563-6333
Address	400 Main Street		
City	Anaconda		
State	MT		
Zip	59711-		

At the bottom left of the form, there is a small text label: "frmHomelessLiaison".

The form will be pre-filled with the information previously collected. If the information is incorrect, make any necessary changes. When the information is correct and complete, check the box indicating it has been reviewed and confirmed. If you change your mind and don't want to save the changes you made, use the Esc key to return the form to its original state.

For further assistance with this form, call the OPI Help Line at (406) 444-4050; option 3.

Dual Enrollment Opportunities

On each of the four tabs, check the box in front of any statement that is true. If True is not chosen for question I, the checkboxes on the next three pages will be disabled and no information is required to be input. If True is chosen for question I, answer the first question on each of the subsequent pages. If the answer to any of those questions is true, you will need to check the appropriate boxes on each page.

frmAddDualEnrollment : Form

2009-2010
 Mineral (CO 31)
 Alberton K-12 Schools (SS 0687)
 Alberton K-12 Schools (LE 0577)
 All Schools (SC %)

Click to Select

Dual Enrollment | College Credit | Dual Credit | Concurrent Enrollment

Purpose: The purpose of the data collection is to identify which districts provide dual enrollment opportunities and to gather identifying information about these programs. Dual enrollment refers to opportunities for high school students to be enrolled in high school and post-secondary courses at the same time. There are essentially three categories of such opportunities:

- College credit only – students receive college credit for courses taken from a post-secondary institution but do not receive high school credit. Students may or may not be taking these courses during the school day.
- Dual credit – students receive both college credit and high school credit for courses taken from a post-secondary institution. Students may or may not be taking these courses during the school day.
- Concurrent enrollment – the district offers these courses during the school day and they are taught by district high school faculty who have been approved by the post-secondary institution to teach these college-level courses. Students receive both high school and college credit for the course completed.

☒ I. The district provides dual enrollment opportunities for high school students in the district. (check if true)

☐ II. The district has board-approved policy governing dual enrollment opportunities. (check if true)

NEXT

frmAddDualEnrollment : Form

2009-2010
 Mineral (CO 31)
 Alberton K-12 Schools (SS 0687)
 Alberton K-12 Schools (LE 0577)
 All Schools (SC %)

Click to Select

Dual Enrollment | College Credit | Dual Credit | Concurrent Enrollment

☒ III. The district provides for "college credit only" opportunities. (check if true)

☐ The course(s) is offered through distance, online or technology assisted means.

☐ The course is taught at a post-secondary location.

☐ The course is taught at a district location.

☐ The course is taught during the school day.

☐ The district has an inter-local agreement with the postsecondary institutions involved in providing these college credit only courses.

☐ The student must pay all costs for tuition, fees, and materials needed for the course.

☐ The district assumes all or part of the costs for tuition fees, and materials needed for the course.

NEXT

Note: Additional dual enrollment information is collected in the School Staff Assignments form where any assignment that is for dual credit must be checked as "This assignment is a Dual Credit assignment".

For further assistance with this form, call the OPI Help Line at (406) 444-4050; option 3.

Last Step to Finish

Preliminary Accreditation Report

The Preliminary Accreditation Report is available at any time from either the Data Entry Menu or the Reports Menu. This enables continuous feedback from electronic edits of possible accreditation

deviations. Keep in mind that as updates take place (including input of enrollment figures into the AIM system) the Preliminary Accreditation Report may change. It is a *preliminary* report. It is not final and other issues may affect final accreditation status.

The Preliminary Accreditation Report should be reviewed carefully before Submit and any appropriate changes should be made to data before Submit. This report is also automatically generated when submission is completed.

FTE Report

The FTE Report is available from either the Data Entry Menu or the Reports Menu. This is an important report to be reviewed before Submit. No other report displays total FTE by staff person and this is very useful in the effort to make sure all Quality Educator payments are accurate. Review this report to verify:

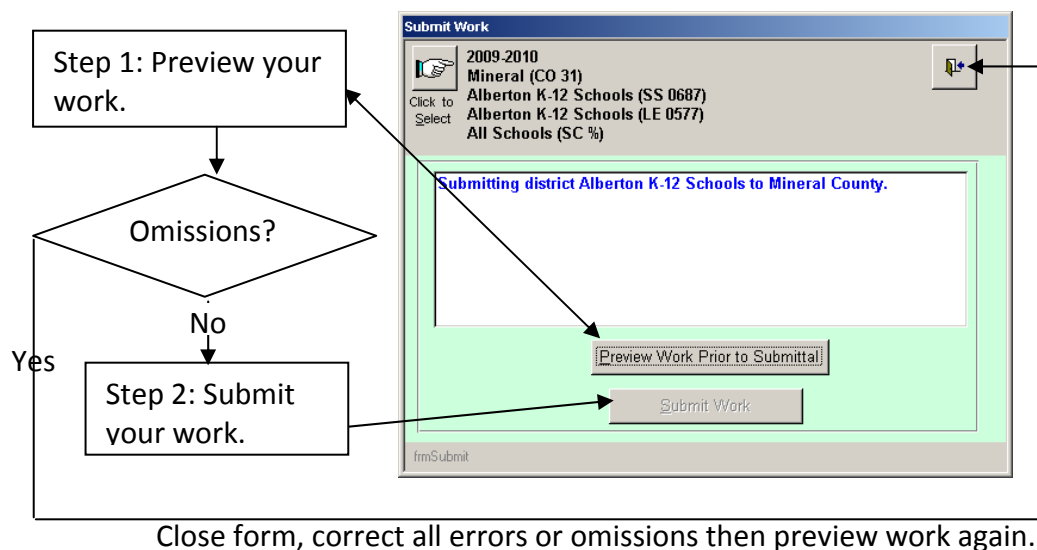
- All staff listed are currently employed and all new staff are listed
- The total of all staff FTE is accurate; a full-time employee the should total 1.00 FTE, not more than or less than 1.00 FTE

Quality Educator Payment Report

Note: this report (unlike other ADC reports) updates nightly; therefore, it should be reviewed at least a day after any data entry of staff. The Quality Educator Report is available from the Data Entry Menu. In addition to the Preliminary Accreditation Report and the FTE Report, this is another important report to be reviewed before Submit. This report should be reviewed carefully to ascertain that all expected quality educator payments are reflected. Make careful note of which section staff appear under, “Included in Quality Educator Payment” or “Not Included in Quality Educator Payment” section(s).

Submit

The submittal process requires two steps. First, Preview Work Prior to Submittal and closely inspect the preview report. The report will indicate if there are errors that require completion/correction. If so, leave this screen, correct the omissions/errors, and choose Submit return to preview your work again. Once you are certain of your work, submit it by clicking Submit.



Once a user completes the Submit step, the ADC application restricts or inactivates the menu controls that allow the user to further modify data. To change data after it has been submitted, the user must contact the next level user.

School users can change only their own school records and **submit to their district user**.

District users can change their own school and district records and **submit to the county superintendent**.

County users can change school and district records for their counties, and **submit to the OPI**.

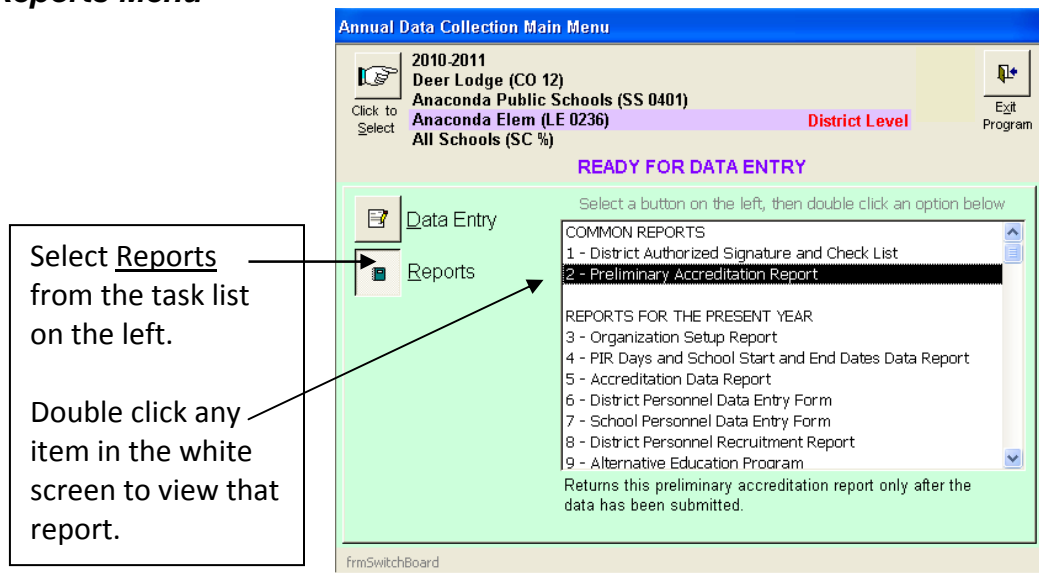
Special Education Coop users can change only their own special education coop records and **submit to the OPI**.

Processing Status**Data Can Be Modified By:**

Ready for Data Entry	All
Submitted to District Office	District, County
Submitted to County Superintendent	County
Submitted to the OPI	OPI Staff
OPI Review	OPI Staff
Ready for BPE Review	ADC Administrators
Frozen	ADC Administrators

Once submitted, the software will review data for completeness and create a Preliminary Accreditation Report, listing some possible deviations from the Montana Accreditation Standards.

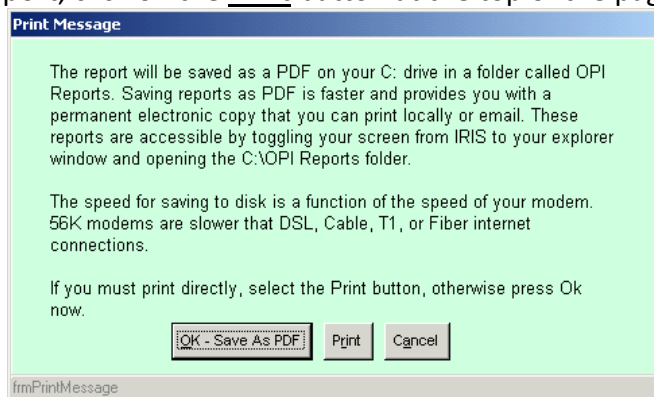
Reports Menu



When data entry is complete, users may choose to print copies of each report for retention or to forward to District office, and/or county superintendent. Do not send paper copies of the reports to the OPI. Users may choose to save a copy of any report as a PDF by clicking on the Print button at the top of each form, or choose any report from the Reports menu and save as a PDF at that time.

Double click on the report name to preview any listed report.

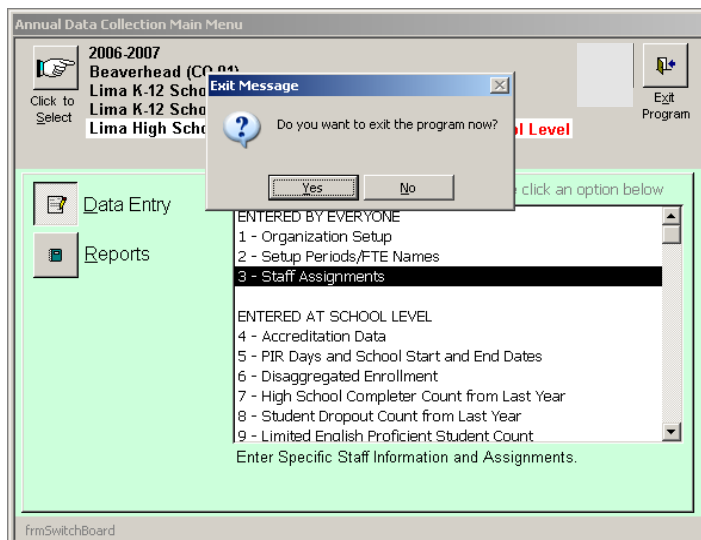
To print the report, click on the Print button at the top of the page to see this message:



The best way to print reports is to choose Ok - Save As PDF. This option creates a PDF of the report and saves it to drive C: in a folder called OPI Reports. This option provides a permanent electronic copy data, and it is much quicker than printing from the OPI Citrix server. Click Cancel and choose the Close button at the top to close the report without printing it.

To Exit the ADC

To exit the Annual Data Collection program, the click on the Exit Program button at the top right of the window, then click Yes to confirm exit. This will properly close all windows and log off IRIS.



Glossary of Terms

Academic Program (Basic)

A set of educational offerings designed to provide students the opportunity to obtain the attitudes, concepts, skills and knowledge to meet the academic standards set out in the accreditation rules.

- Elementary program – any combination of kindergarten, special education pre-school, or first eight grades
- Middle school program – any combination of grades 4 through 8 approved by the Board of Public Education
- Grades 7 and 8 – a program that encompasses grades 7 and 8 approved by the Board of Public Education
- Junior High program – grades 7 through 9 approved by the Board of Public Education
- High School program – grades 9 through 12

Accreditation Standards

Standards of accreditation for all schools are adopted by the Board of Public Education upon recommendation of the State Superintendent of Public Instruction. The standards of accreditation define the conditions under which each elementary school, middle school, junior high school, and high school operates.

The term refers to the body of administrative rule governing:

- Content and Performance Standards
- Program Area Standards
- General Provisions
- School Leadership
- Educational Opportunity
- Academic Requirements
- School Facilities and Records
- Student Assessment

Accreditation Status

An approval status determined by the Board of Public Education that indicates a school's level of compliance with the accreditation standards. The categories include: Regular accreditation, Regular accreditation with note of minor deviations, Accreditation with advice, and Accreditation with deficiency.

Accredited Program

A basic academic program approved by the Board of Public Education as meeting the accreditation requirements.

Administrator

A category of licensure (Class 3 Administrator) reserved for principal, superintendent or supervisor endorsements.

Aggregate Hours

Total hours of pupil instruction per school year. Pupil instruction does not include lunchtime or unstructured recess. The minimum aggregate hours of pupil instruction per grade level are:

- Kindergarten – 360 hours
- Grades 1-3 – 720 hours
- Grades 4-12 – 1,080 hours

Alternative Education Program

A "restructured" academic program to serve at-risk students and operated within an accredited public school.

Alternative Standard

An innovative program or modification that clearly meets or exceeds the accreditation standards. The Board of Public Education must approve the alternative standard request prior to its implementation by the school.

Assistant Administrator

To be eligible to be an assistant administrator, a person must hold both a bachelor's degree and a current Montana teaching license and (a) be enrolled in a planned program leading to an administrative or supervisory endorsement with an accredited college or university, or (b) present evidence of enrollment in an administrative or supervisory intern program approved by the Board of Public Education, or (c) hold an appropriate administrative or supervisory endorsement. Assistant administrators lacking an appropriate administrative or supervisory endorsement may observe and supervise but may not formally evaluate licensed staff except as authorized by the Board of Public Education.

Board of Public Education

A constitutionally established board with the power to exercise general supervision over the public school system. The board consists of seven members appointed by the Governor, and confirmed by the Senate, to overlapping seven-year terms. The Governor, Commissioner of Higher Education, and the State Superintendent of Public Instruction are ex-officio non-voting members of the Board of Public Education.

Building Administrator

A person who is a part of the school's administrative or supervisory staff and holds a Class 3 license denoting the appropriate level(s) and endorsement(s) that accurately reflect the person's administrative responsibility and/or assignment.

Core Academic Subject

Under Section 9101 of the Elementary and Secondary Education Act (ESEA) of 2001 (NCLB), the term core academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Departmentalized

A division of a school that provides instruction in a particular subject area (e.g., music, health enhancement). Departmentalized generally pertains to middle, 7-8, junior high, and high school programs.

Deviation

A citation for not meeting a particular accreditation standard or school law.

Distance Learning

Distance, online, and technology-delivered learning programs and/or courses that fulfill elementary or middle grades basic education programs and/or high school graduation requirements.

Dual Credit Assignment

This teaching assignment is either a dual credit or concurrent enrollment assignment (see definitions below) that are taught by a teacher holding a Class 1, a Class 2, and/or a Class 8 license. Students will receive both high school and college credit for this assignment.

Dual Enrollment

Dual Enrollment refers to opportunities for high school students to be enrolled in high school and post-secondary courses at the same time. There are essentially three categories of such opportunities:

- College credit only – students receive college credit for courses taken from a post-secondary institution but do not receive high school credit. Students may or may not be taking these courses during the school day.
- Dual credit – students receive both college credit and high school credit for courses taken from a postsecondary institution. Students may or may not be taking these courses during the school day.
- Concurrent enrollment – the district offers these courses during the school day and they are taught by district high school faculty who have been approved by the post-secondary institution to teach these college level courses. Students receive both high school and college credit for the course completed. This faculty member must have either a valid K-12 or Class 8 license.

Educator License

Formerly Teaching Certificate. The license required for teachers and other educators to teach in the public schools of that state. The license is issued by the State Superintendent of Public Instruction under the provisions of 20-1-101, MCA, and the policies of the Board of Public Education. The classes of educator licenses include Professional (Class 1), Standard (Class 2), Administrator (Class 3), Vocational (Class 4), Provisional (Class 5), Specialist (Class 6), American Indian Language (Specialist) (Class 7), and Post Secondary Faculty Dual Credit (Class 8). The Class 5 Provisional license may be a preliminary licensing level for any of the renewable licenses.

Endorsement

The official indication of the level and/or the appropriate area in which the license holder is authorized to teach. Endorsements are approved by the Board of Public Education and are listed on the Educator License (i.e., teaching certificate). Endorsements are based on the level of license held, except for the following areas, which can be endorsed at the elementary, secondary, or K-12 levels: Art, English as a Second Language, Guidance and Counseling, Physical Education & Health, Library, Reading, Music, and all second languages. The special education endorsement can be placed on either an elementary or secondary license and may cover grades Pre-K through 12 (P-12).

Experienced Teacher

A teacher with one or more years of teaching in a "core academic subject."

Facilitator

The individual assigned to monitor distance, online, and technology-delivered learning programs in accordance with ARM 10.55.907. The facilitator may be a paraprofessional as long as there is a licensed teacher providing the instruction (new assignment code PP04).

FTE

Full time equivalent.

FTE Unit

An FTE Unit is a portion of a full-time position dedicated to a specific job assignment. The time unit describes how each person's workday is assigned by job assignment code. For an administrator, that might be 'fulltime' or 'half time.' For a high school teacher, it might be 'Period 1,' 'Period 2,' 'Period 3,' etc. For Special Education, it will reflect the portion of a day devoted to providing special education services up to 1.0. See definition of "Sole Provider."

Folio Number

An identifying number given to an individual who has applied for licensure.

Highly Qualified

As defined in the federal Elementary and Secondary Education Act (ESEA) of 2001 (NCLB), this pertains to any teacher teaching in a public elementary or secondary school who meets the following criteria: 1) Bachelor Degree; 2) hold a valid teaching license (some exceptions apply); and 3) has demonstrated content knowledge in each subject taught.

Homeless Liaison

In Title VII-B of the McKinney-Vento Homeless Assistance Act, the local, i.e., District, homeless liaison is described as an individual who "serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers. The liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically."

HOUSSE

High Objective Uniform State Standard of Evaluation process requiring public school administrators to review credentials of elementary and secondary public school teachers who are not new to the profession. Teachers who do not meet the ESEA requirement for HQ must fulfill the HOUSSE process.

Indian Education for All

Law passed by the 1999 Legislature (MCA 20-1-501) to ensure the implementation of Article X, section 1(2) of the Montana Constitution to recognize "the distinct and unique cultural heritage of American Indians and is committed in its educational goals to the preservation of their cultural integrity."

J

ob Code

A code that is used to complete the Staff Assignment report. The code indicates the specific administrative role or teaching subject area to which a licensed staff person is assigned.

Licensed Staff

Staff whose occupation or profession is regulated by an occupational or professional licensing board or the Department of Labor (e.g., occupational therapists, speech/language pathologists, physical therapists, speech aides). Note: Speech aides are registered under the Board of Speech/Language Pathologists and Audiologists. The Department of Labor & Industry provides a lookup system for professional licensees. You will need the person's occupation and name - <http://www.dli.mt.gov/>

Master Schedule

A school schedule which details teachers' assignments by class period.

Maximum Class Size

The maximum number of pupils allowed per classroom. The Board of Public Education sets maximum class sizes in administrative rule.

In single grade rooms, the maximum class sizes are:

- No more than 20 students in kindergarten and grades 1 and 2
- No more than 28 students in grades 3 and 4
- No more than 30 students in grades 5 through 12.

In multi-grade classrooms, the maximum class sizes are:

- No more than 20 students in grades K, 1, 2 and 3
- No more than 24 students in grades 4, 5 and 6
- No more than 26 students in grades 7 and 8
- Multi-grade classrooms that cross grade level boundaries (e.g., 3-4, 6-7) must use the maximum of the lower grade.

Misassignment

A misassigned teacher is one teaching outside his/her endorsed teaching area(s) and/or level (Elementary K-8 and Secondary 5-12).

Non-licensed

A teacher who either has no Montana license or has let his/her licensure lapse.

Off-Site Location

A classroom or set of classrooms, at a separate location from the main school site, where the accredited school provides instruction on a regular basis to students who are enrolled in the district. (For the purpose of Accreditation Data, this would not include alternative education programs.)

Overloaded Elementary Classroom

A classroom at either the K-6 or K-8 level that exceeds the maximum allowable number of students.

Paraprofessional - Instructional

School or district personnel whose positions are instructional in nature and who work under the supervision of teachers or other professional practitioners who are responsible for:

- a) The design, implementation, and assessment of learner progress, and
- b) The evaluation of the effectiveness of learning programs and related services for children.

Instructional paraprofessionals include:

- Bilingual aides
- Computer aides
- Teaching/classroom aides
- Teaching assistants
- Tutors
- Distance Learning Facilitators

Period

A block of time during which a class is scheduled to meet.

Personnel Recruitment and Retention Report

An annual report on personnel recruiting and retention issues at the district level. The information will help identify shortage areas and provide support data for efforts to address those shortages.

Preliminary Accreditation Report

This report takes the place of the preliminary accreditation letter that was mailed out to schools in the past. Once the district has submitted data to OPI, the ADC program will generate the report. Districts should print and review this report. Based upon that review, districts need to notify OPI of any changes or corrections. OPI will no longer be mailing preliminary accreditation letters.

Pupil Instruction (PI) day

A school day when organized instruction is conducted with pupils under the supervision of a teacher. A school day of pupil instruction must be at least 2 hours for kindergarten, at least 4 hours for grades 1-3, and at least 6 hours for grades 4-12. The number of hours in a school day may be reduced at the discretion of the trustees if the total number of pupil instruction hours in the school year is not less than the minimum aggregate hours required by law.

Pupil instruction-related (PIR) day

Those days of teacher activities devoted to improving the quality of instruction. The activities may include but are not limited to in-service training, attending state meetings of teacher organizations, and conducting parent conferences. Districts may receive funding for up to seven PIR days, but must schedule at least three days (six hours of contact time per day in no less than two-hour increments) of staff development for all professional staff. Other days of teacher activities contribute to the quality of instruction, but may not be counted as professional development or in-service.

Race/Ethnicity

The general racial or ethnic category which most clearly reflects the individual's recognition in his or her community, or with which the individual most identifies.

American Indian/Alaskan Native—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.

Asian—a person having origins of any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinents. This area includes, for example, China, India, Japan, and Korea.

Black or African American (not Hispanic) — A person having origins in any of the black racial groups of Africa.

Hispanic or Latino—A person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

Native Hawaiian or Pacific Islander—A person having origins in any of the original peoples of Hawaii or the Pacific Islands. This area includes, for example, Guam, the Philippine Islands, Samoa and Tahiti.

White, Non-Hispanic—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

School

For accreditation purposes, school is an educational program offering designated by the local board of trustees satisfying one of the categories listed below:

- Elementary school comprises the educational program of kindergarten, special education preschool program, and the first eight grades or their equivalents.
- Seventh and eighth grade school comprises the basic education program for grades 7 and 8 that have received prior approval from the Board of Public Education as a 7-8 grade school under the provisions of state statute.
- Junior high school comprises the educational programs for grades 7 through 9, or their equivalents, that have received prior approval from the Board of Public Education as a junior high school under the provisions of state statute.
- Middle school comprises the educational programs for grades 4 through 8, or any combination thereof, which have received prior approval from the Board of Public Education as a middle school under the provisions of state statute.
- High school comprises the educational programs for grades 10 through 12, or their equivalents, and which are operated in conjunction with a junior high school or comprise the educational programs for grades 9 through 12, or their equivalents.

School District

A government agency administratively responsible for providing public elementary and/or secondary instruction or educational support services.

School System

The administrative unit of a district or combination of districts. In Montana, the types of school systems include:

- Combined elementary and high school district is an elementary district and a high school district that are combined for district administration purposes.
- County high school district is a four-year high school operated as an agency of county government and established under the provisions of the acts of March 3, 1899, March 14, 1901, and any subsequent amendments thereto.
- Independent elementary school district is a district organized for the purpose of providing public education for all or any combination of grades kindergarten through eight.

Session

A period of time, expressed in number of days, during which a set of courses is offered in its entirety from start to end. Typically, a school calendar includes semesters (two 90-day sessions), trimesters (three 30-day sessions), or quarters (four 45-day sessions).

Sole Provider of Core Academic Instruction (Regular Ed)

- Elementary level: a teacher who is the exclusive instructional decision maker for student(s) in grades PK-8.
- Secondary level: a teacher who is teaching a secondary level core academic class(es) without input from another teacher who meets the federal HQ requirements in that core academic subject. "Secondary level core academic class(es)" means any setting in which organized instruction of core academic content is provided to one or more students who are receiving credit for class toward graduation.

Sole Provider of Core Academic Instruction (Special Ed)

- Elementary level: a special education teacher who is the sole instructor to any student for 60% or more of the school day in grades PK-8.
- Secondary level: a teacher who is teaching a secondary level core academic class(es) without input from another teacher who meets the federal HQ requirements in that core academic subject. "Secondary level core academic class(es)" means any setting in which organized instruction of core academic content is provided to one or more students who are receiving credit for class toward graduation.

Special Education Cooperative

A full service education cooperative or joint board established under 20-7-451, MCA, to provide special education services.

Special Education Itinerant Staff

Staff who work for or contract with a special education cooperative and whose job requires working with or serving children in more than one school district, and requires travel.

Specialist

The Class 6 Specialist license is available for the non-teaching roles of the school psychologist and school counselor. School counselors who have completed teacher preparation are qualified for the Guidance and counseling K-12 endorsement on their teaching licenses. The school counselor specialist normally would not qualify for a teaching license, nor have teaching experience.

Student Load

For purposes of Entering Staff Assignments, student load is the number of students in a given teacher's classroom.

Teacher

A person, except a district superintendent, who holds a valid Montana teacher certificate that has been issued by the State Superintendent of Public Instruction under the provisions of this title and the policies adopted by the board of public education and who is employed by a district as a member of its instructional, supervisory, or administrative staff. This definition of a teacher includes a person for whom an emergency authorization of employment has been issued under the provisions of 20-4-111. (20-1-101, MCA)

Testing Coordinator

The district test coordinator is the person responsible for the successful communication, coordination, materials distribution/return, training, and administration of statewide testing.